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ABSTRACT

The Tennessee Adult Basic Education Supervisors' Conference was held at Memphis State University in August, 1970; objectives were to provide information for the local supervisors on the purpose of adult basic education programs, guidelines and plans under which they have to operate, teacher training, the results of the Tennessee State Evaluation in adult basic education conducted by Memphis State University, the financial system under which programs operate, curriculum development, and the role of the supervisor in the program. This document contains only the presentations made by staff and consultants on these subjects. The appendix gives the program and lists staff, consultants, and participants. For the evaluation of this conference, see AC 008 845. (EB)

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SUPERVISION IN ADULT BASIC EDUCATION

COMPILED AND EDITED

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A REPORT OF THE PROCEEDINGS OF THE TENNESSEE ADULT
BASIC EDUCATION SUPERVISORS' CONFERENCE
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PREFACE

The Tennessee Adult Basic Education Supervisors' Conference was a joint effort of Memphis State University, Southern Regional Education Board, Tennessee State Department of Education, and Title I of the Higher Education Act. It was held at Memphis State University, August 10-12, 1970.

The major objectives of the conference were for the local supervisors to:

1. Understand the purpose of the adult basic education program from both federal and state levels.
2. Understand the guidelines and plans, both federal and state, under which local supervisors have to operate.
3. Understand the Southern Regional concept of teacher-training as administered by the Southern Regional Education Board.
4. Understand the concept of teacher-training within the State of Tennessee, both academic and non-academic.
5. Become familiar with the results of the Tennessee State Evaluation in adult basic education conducted recently by Memphis State University.
6. Understand the financial system under which local adult basic education programs must operate.
7. Understand the concept of curriculum development in adult basic education.
8. Understand the "roles" of local supervisors in administering adult basic education programs.

The contents of this publication center around the presentations made in an effort to achieve these objectives. The publication does not contain everything that transpired at the conference. For example, the deliberations that occurred during small group sessions were eliminated due to the inability of the writers to devise a feasible means for recording this. In addition, much discussion transpired in the large group meetings that was not "picked up" by the tape recorder, and much discussion centered around various forms and writing on the blackboard that did not appear meaningful without the visual aids used during the conference. However, as stated previously, it does contain edited presentations made by staff and consultants. It is hoped that the editing process has not appreciably changed or altered the excellent quality of the papers presented.

The writers are indeed grateful to the persons making the presentations, to the staff of the Division of Continuing Studies for their assistance in conducting the workshop, and to Mrs. Linda Balentine, Adult Education Stenographer, Memphis State University, for typing the publication.

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WELCOME

by

Dr. Frank Philpot
Assistant Vice-President
Academic Affairs
Memphis State University
Memphis, Tennessee

I am delighted to be here; and on behalf of the University, I want to welcome you and say that it is a pleasure to have you here. If there is anything that we can do to make your stay more pleasant, please let us know. If you receive any campus parking tickets, give them to Dr. Dutton, and he will see that they do not cause you any problems. Since I only have a few minutes, please bear with me if I tend to talk rather rapidly.

I think this is the most exciting time that we have ever had in education; and for you people working in adult education, I think it is most challenging. We have discovered so many things that we have not done anything about. I think education is on the threshold of so much that is good. Education has always been a little slow to change. For example, many schools are teaching the same way now that they were when I was in school a number of years ago.

We have discovered much about the learning process; yet we have done very little relative to differences in individuals. In studying the various aspects of learning, we have found that one can learn much under deep sleep. We know that one can memorize many things while in this state. We have accomplished much, but we need to explore further the area of one's ability to retain learning.

We know that certain parts of the brain develop earlier than others. Certain types of learning should be co-ordinated with the age of the child. We have so many unexplored areas in the field of learning and retention. Educational psychologists will make their greatest contribution in the next few years because of the unexplored areas in the field of learning.

We are constantly being told that adults have and will continue to have more leisure time. If this be true, then we must prepare for it.

Again, let me reiterate that we are happy that you are here, and we would like to do whatever we can to make your stay a pleasant one.

ABE ACT, FEDERAL AND STATE GUIDELINES, AND STATE PLAN

by

Mr. Charles Kerr
Coordinator of Adult Education
State Department of Education
Nashville, Tennessee

On behalf of the State Commissioner of Education, I want to thank the President of Memphis State University, Dr. C. C. Humphreys, the Dean of the College of Education, Dr. Sam Johnson, and the Director of Adult Education, Dr. Donnie Dutton, for hosting the Tennessee Adult Basic Education Supervisors' Conference. In addition, I want to thank each one of you supervisors for coming.

The College of Education at Memphis State University has been very cooperative in establishing an adult education program. Dr. Donnie Dutton is the director of the program, and he has been on the staff for two years. He has been working diligently towards the formulation and implementation of a master's degree program in adult education and, hopefully, a doctorate following that. He has also been very instrumental in assisting with in-service training.

Also, I want to mention the Southern Regional Education Board and its relevance to adult basic education. About three years ago, the Southeastern region[1] felt a tremendous need for upgrading teacher education in adult basic education. The state directors felt that the heart of the adult literacy program was the teachers; yet, they possessed little or no training in adult education. We concluded that this problem ought to be attacked on a regional basis; therefore, a proposal was submitted to the U. S. Office of Education, and it was funded. The Southern Regional Education Board accepted the responsibility for the regional project, and it is doing a marvelous job.

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[1] Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee. Two additional states have been added to the Southeastern region as of July 1, 1970--Kentucky and North Carolina.

Now, on to the subject at hand. You have two documents before you. One is the Guidelines for Local School System Participation in Adult Basic Education. The other is the Tennessee State Plan for Adult Basic Education Programs.

The first adult basic education program that was enacted by Congress was under the Economic Opportunity Act. Then, this act was changed and ABE became Title III of the Elementary-Secondary Act, and we are operating now under Title III of this particular law.

We are not going to examine all of the guidelines in detail, but I do want to describe them to you so that you can discuss them in your small group sessions later this afternoon. I would like to refer you to a portion of page 1, and I quote:

> Although the economic well-being and prosperity of the United States have progressed to a level surpassing any achieved in world history, and although these benefits are widely shared throughout the Nation, poverty continues to be the lot of a substantial number of our people. The United States can achieve its full economic and social potential as a nation only if every individual has the opportunity to contribute to the full extent of his capabilities and to participate in the workings of our society. It is, therefore, the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this Nation by opening to everyone the opportunity for education and

> training, the opportunity to work, and the opportunity to live in decency and dignity. It is the purpose of this program to strengthen, supplement, and coordinate efforts in furtherance of that policy.[1]

Quoting the new Act, the Adult Education Act of 1966, Public Law 89-750:

> "Sec. 302. It is the purpose of this title to encourage and expand basic educational programs for adults to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens."[2]

Also, quoting from the same law:

> The program is designed for adults who have attained the age of sixteen who -- (1) do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education, and (2) are not currently enrolled in schools.
>
> It is the purpose of the Tennessee State Department of Education to assess the needs identified in the statements above for this State and pursue with vigilance the development of a totally literate society. This will be done by the development of basic adult education programs in every school system, based on the belief that the system level of education can best identify needs and assume responsibility for implementation of programs. To these ends we dedicate our energies and efforts.[3]

We think that this is the real heart of the adult basic education program. This is the thing we all strive for from the very beginning to accomplish. Recently, the Adult Basic Education Act has been amended, and the major amendment allows for adult education from grades 1-12, where previously it was only for grades 1-8.

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[1] Guidelines for Local School System Participation in Adult Basic Education (Nashville, Tennessee: Tennessee State Department of Education, 1970), p. 1.

[2] *Ibid.*, p. 1.

[3] *Ibid.*, p. 1.

We want to be extremely careful that our program does not suddenly become one of exclusively high school. The demand is great at the high school level, but we do not want to neglect those in grades 1-8. The guidelines specify that the priority is grades 1-5. So you might say that first priority is grades 1-5, second is grades 6-8, and third is grades 9-12.

The high school amendment is not officially law until the President signs it. When it becomes law, we will probably have to submit a new State Plan; but as for now, you must continue to operate on the basis of the old plan until new guidelines are forthcoming. With the change in top U.S.O.E. personnel, no one knows how long it may be before these guidelines are received.

As most of you recognize, there is a great need in adult education in Tennessee. According to the 1960 census, 666,042 persons in Tennessee under 25 years of age were functionally illiterate. About twice that number have not received a high school diploma. Since the inception of our State ABE program, we have had close to 60,000 people to enroll; however, this is a small number compared to the overall need. At present, we have an adult basic education program in approximately 90-100 school systems. We have a program in almost every county.

The classroom teachers have been doing a tremendous job in educating the adult students who enroll. However, we feel that there is another method which deserves examining--learning laboratories. There will be a limited number of these scattered across the State this year, and achievement results will be scrutinized with a great deal of interest.

Another facet of our program in the State Department is that of teacher-training in adult education. We now have graduate courses in adult education being taught at Memphis State University, Tennessee State University, and The University of Tennessee. You will hear more about these tomorrow. In addition, we have been holding our in-service training at these institutions along with Austin Peay State University, Jackson Community College, East Tennessee State University, Middle Tennessee State University, and other colleges across the State. Some of these, in addition to MSU, TSU, and UT, are anxious to provide undergraduate and graduate courses as soon as possible.

Last year, we provided $40 for each ABE class for recruitment. In your small group discussions, we would like for you to address the problem of recruitment and share your ideas with your colleagues. What are the things that you are doing that have been successful and unsuccessful? Also, we have a couple of suggestions to make that will be forthcoming later in the conference.

The long range objective in the ABE program is the elimination of the inability of all adults in the State to read and write English and to substantially raise the level of education of all adults in need of basic education. Some of you have probably heard about the "Right to Read" program "pushed" by the U. S. Office of Education. This is the one that the President of the United States says is going to eliminate illiteracy in the 1970's. We have a little excerpt on it, and we will show it before the conference concludes.

What about cooperative arrangements with other groups? Through cooperative arrangements with the school system, we have personnel and facilities to conduct our program. But there are many other agencies and organizations in our society which contribute tremendously to the success or failure of our program in adult education.

What about the instructional program? The real success of the ABE program depends upon the instruction provided in the areas of reading, writing, speaking, listening, and arithmetic. The frame of reference for teaching these skills should be from such things as consumer buying practices, health habits, relations with other members of the family and community, homemaking, and citizenship responsibilities. We have attempted to evaluate the soundness and quality of our instruction, and you will receive a report on this tomorrow from Dr. Bellott.

On page 7 you will find a breakdown of the levels of education in our program--Levels I, II, and III. Each of these levels shall not be offered in less than 150 hours of instruction. This does not mean that a person has to stay in Level I, for instance, for 150 hours. If he can go through all three levels in that length of time, by all means, let him go. As far as grades 9-12, as I stated previously, do not plan anything until the Act has become law, we receive the federal guidelines, and our State Plan is amended accordingly.

We are concerned about materials. If you feel that more money should be allotted for materials, we would like to know it. We have been told that in teaching reading, material is needed not only for the level of reading ability, but also for the interest of the reader. If so, this may mean that a large volume of material is necessary to meet the different needs of the people. Be sure and discuss this in your small groups. It appears as if we may need to establish a materials center, manned by experts who can devote full time to the analysis, selection, and development of materials. This would enable the classroom teacher to devote more of his energies toward the task at hand--teaching. However, you know what has worked best for you in the past; therefore, be sure and share this with the other participants here in your small group sessions.

Qualified instructional personnel is something that I think is very important to us. The only thing we can say in our program at this particular time about the certification or qualification of ABE personnel is that each program will be conducted, supervised, and evaluated by certified teachers. We have not established any additional certification criteria. There is some demand for this, and it appears certain that in the next few years additional criteria will evolve. At this point, we feel that our efforts must be expended on ensuring the availability of training state-wide; and as this transpires, we can focus our efforts on certification.

I would be remiss if I did not say something about the dedication of ABE personnel toward their task. As I visited various school systems before I first joined the ABE staff, I constantly heard about the dedication of teachers, supervisors, and superintendents toward adult basic education. When I received an opportunity to become a part of this movement, I began asking myself to write down on a yellow pad just why I should move in this direction. And everything that I ever wrote revolved around this "dedication of ABE personnel." I believe that this is the main strength of the program. It has been extremely rewarding to see a person, for example, write his own name for the first time.

Some additional questions that we would like for you to consider in your small group sessions are:

1. How can the training of personnel be improved?
2. Where are you obtaining your teachers?
3. What kind of "sales-pitch" do you use to secure the teachers you want?
4. How can recruiting be improved?

Of course, each of the above questions has many parts, and I hope you will share all of your ideas with each other and take something back home with you that will strengthen your own program.

Now, let us discuss the administration of the program in Tennessee. Most of the money comes from the U. S. Office to the State Department of Education, and it is then allocated to local school systems, based on need as interpreted by the number of students and classes expected. We are trying to accomplish this at the State Department level, based on input from local personnel. If you do not feel that this service or other services provided are adequate, then we want you to let us know. We also want your advice on other matters, such as evaluation of instruction, instructional materials, in-service training, recruitment, consultants needed, promotion of local programs, and so on.

On page 13, it states that:

> The local program supervisor shall prepare reports on all phases of the basic adult education program for the local superintendent of schools and the board of education.

> The local program supervisor shall aid in the promotion, recruitment and establishing the Adult Basic Education program.
>
> The local program supervisor shall aid in the obtaining of materials for classes, compile enrollment statistics, and in general assist teachers in adult basic education programs.
>
> The local program supervisor shall be responsible for planning and conducting local in-service training for teachers.[4]

Now, if you do not feel that this is descriptive of your job, then let us know.

On page 14 it states that discrimination in employment practices is prohibited as follows:

> Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, or be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance."[5]

Therefore, the adult basic education program must be operated in compliance with the law. This we are doing.

Adult basic education equipment costing $100 or more must not be disposed of until you are granted permission to do so. An inventory of this equipment must be on file in the local superintendent's office and the State Department of Education.

As for the various reporting forms that have to be submitted to our office, we realize that some of them cause you problems. However, we hope you realize that we have to make a report to the U. S. Office of Education relative to all of the information we seek from you. We are constantly studying these forms to see if they can be made simpler, and we would appreciate any suggestions you might have.

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[4] Ibid., p. 13.

[5] Ibid., p. 14.

PRACTICUM ON GUIDELINES AND STATE PLAN

by

Billy J. Glover
Regional Supervisor
Adult Education
State Department of Education
Jackson, Tennessee

As I was listening to Mr. Kerr's presentation, I could not help but reflect on the enormous task confronting us. We have probably had approximately sixty thousand persons to enroll in the adult basic education program in Tennessee during the last five years. We have had this many people to enroll, but how many have completed Level III? I attempted to do some quick mental calculations, and it appears to me that at the rate we are going, it would take five hundred years just to take care of those eligible for the ABE program in this State at present (based on the 1960 Census). But what about the ten years that have passed since 1960? What about the people that have dropped out of the public school system in those ten years? What about the number of people that were twenty-five or less when the 1960 Census was taken and were not included in that count? What about the increase in population during the last ten years? As you think about these questions, I think it will serve to further enforce Mr. Kerr's feeling that we are going to have to find a way to handle more people faster with the same quality or even better quality of program.

We are about ready to divide into small groups for discussion. Mr. Kerr has enumerated some of the tasks confronting you in these sessions.

However, let me emphasize a few details. Scrutinize the two documents that you have relative to guidelines and the State Plan. The last time the State Plan was revised was in 1967; so it needs your careful attention. Decide if additional things need to be included or if certain items need to be deleted. Now, we are not saying unequivocally that we will make these revisions; however, we certainly want your recommendations.

We will give you a copy of every form that you have to complete during the year while you are in your group session. In addition, you will receive a copy of the evaluation of the ABE program, state-wide, that was conducted by Memphis State. We would appreciate it if you would read this before tomorrow and be prepared to discuss it thoroughly.

ADULT BASIC EDUCATION SURVEY

by

Dr. Fred Bellott, Director
Bureau of Educational Research and Services
Memphis State University
Memphis, Tennessee

It has been a real pleasure during the past year to work with a number of you in the evaluation survey that the Bureau undertook for the ABE program in Tennessee. The original concepts of the survey were written by Dr. Milton Phillips over a year ago. Following this, Dr. James Colmey initiated the study last fall. Due to his resignation from the Bureau the first of this year, I succeeded him as "clean-up man." We had some very able assistance from several research assistants who are or were graduate students at Memphis State. I especially commend Mr. Gary Moss for the support role he played all the way through the survey. Also, the Advisory Committee, of which many of you were members, contributed tremendously to the successful completion of this endeavor.

We used the Tennessee Evaluation Design as the procedural guide for evaluative direction in this survey. It was developed for Title III program and project purposes, but the philosophic base for it appears to be valid for application to any kind of program. The first phase of the evaluation design calls for a status description, and it was on that basis that the data files were created to be able to describe what the status has been so that we can know from where we have come.

This information will be available next week in a publication entitled Baseline Data File. It contains an explanation of how these data were handled by the computer. We went back to the beginning of this ABE program (1965) and compiled all the data by year from which the data table publication was made, and these data are still on computer retrievable magnetic tapes as well as punch cards. They are "machinable" for future use, and we would assume that the file will be updated each year by adding in each year's current crop of participants as students, as well as teachers, so that you will have a continuing historical file.

We feel that this is one of the major benefits to come out of the evaluation survey. We have created the capability for a constant monitoring and updating for uses in a historical perspective--the ability to see not only where the program is right now, but also from whence it came. This is the philosophy that has guided the entire study.

One of the publications you now have before you is a big thick one containing data tables. The data are presented in several ways in this publication. There is a set of data that applies to the whole State of Tennessee, a set divided on an East-West basis, and a set divided on Grand Division lines. You can find bases for comparing your program in terms of your own region, half of the state, or entire state.

Inside this document, you will find colored division pages. The first one is yellow and identifies tables relating to students participating in Tennessee adult basic education programs. I want to add these explanations about the data, without which you may find what appear to be inconsistencies in the report. Each time a table contains student data, the reader must recognize the limitations that are expressed in the data table title. There were almost 60,000 student records included in the data in this report. Some tables will reflect only 42,000; others may reflect 56,000. These differences reflect the number of students to which a particular table applied or for whom records were available. For example, Table V, Number of Students in Tennessee Adult Basic Education Programs by Sex and Age Groups, indicates the total number of students in Tennessee as 55,896. That total tells the reader that there were 55,896 students on whom we had sex and age data.

You will find that the last half of the data book relates to teachers. The division page for teachers is 128 or the green sheet. I should explain that in the teacher file and teacher characteristics that are included in these data, the identification of the teacher came from the ABE reports; and the characteristics of the teachers came from State Department certification files. We merged the two of them together by requesting their ID numbers individually and going back to the State Department to pull that file from teacher certification. Again, we had the same problem of losing some data because of a lack of a complete match of the sets. However, the generalizations that can be made from these kinds of data certainly appear valid in terms of the total population of teachers.

Another publication emanating from this study is the supervisors' study conducted by Gary Moss. You received a copy of it several weeks ago.

Let me say here that in addition to securing data from various forms in the State Department's files, we visited fifty-six classes across the State and gathered additional information. There were a number of other classes visited informally on which data were not recorded. The reason for these visits was to obtain a "grass roots" orientation to local programs.

Now, you also have before you a document labeled "Chapter One--Overview." This is a report of the evaluation survey in prepublication form. We had hoped to have this back from the printer in finished form in time for this conference; however, we had to settle for offset-reproduction for this conference.

The first portion of this document describes the basis for the program, including the legal and legislative basis, as well as the state guidelines that were in existence at that time. As you perhaps know, all adult basic education programs in the nation have either been through or are still going through this process of evaluating state programs.

The beginning point for this study was to examine the total adult population. We examined census data from 1960, 1950, and 1940 to determine trends. We found that in 1940 almost two-thirds of our state population was over 25 years of age and eligible for such a program. By 1960 this had been reduced to 53.2 per cent. If we can project ahead on this basis, we come up with about 48 per cent as an eligible population. This gives a trend in reduction of approximately one-half per cent per year. With 48 per cent of our population evidencing need for adult basic education, we must move much faster than one-half per cent per year to meet the national goal of eliminating illiteracy in this decade.

We found that those persons from age 16 to 25 constituted 21 per cent of the participants in the Tennessee ABE program. In using the census data to determine the population needs, we must recognize that the census only identifies the 25 and older group. If this lower age group constitutes 21 per cent of the participants, it appears reasonable to assume that it makes up at least 21 per cent of the total population in terms of need.

In 1950 there were 1,045,945 Tennessee citizens over 25 years of age who had only an eighth grade education or less. In 1960 this was reduced to 1,019,114--a very slight decrease. The trend indicates that by 1980, given current program funding levels, we still will not have significantly reduced the number of the population who are in this category.

I would point out that the use of the number 1,045,000 above is in contrast with the number 666,000 that Bill Glover pointed out to us recently. The difference here is that we included the eighth grade population, something like 352,000 persons, in our figure, and he did not.

Chapter III deals with descriptions, entry level, and objectives of students. All of the entry level data was gathered from the year-end report forms that we had available. Again, the use of geographic divisions was employed here in an analysis of the data. Some questions have been raised relative to the geographic distribution of programs proportionally. If you will recall that back in 1958 when NDEA legislation was first authorized, those who had the capability of creating programs and proposals were the ones who received NDEA funds. The same principle applied to adult basic education in its initial stages. As we view the historical base of ABE, not only within the State of Tennessee but also at the national level, the Southeastern states were ready and received a larger proportion of funds initially. Thus, Tennessee programs tended to develop in the metropolitan areas to a greater degree early in the program, and this has declined slightly in more recent years. Funds are now asked for and used in other sections of Tennessee, that is, non-metropolitan areas, where earlier in the program they were not.

Program and student objectives is another topic that was treated. Programs may have been established based on objectives of the program director or teachers; yet, it does not say anything about the student's reason for enrolling. Now, hopefully, we can obtain a close degree of concurrence between students' objectives and teachers' or program decision-makers' objectives. I am not sure that this will evolve. For example, an older adult enrolls who has never experienced the thrill of writing his name. He has a very "clear cut" objective--write his name. Do we have such a program that encourages him to come in and learn to sign his name and that is all? Our objectives tend to be more global than this. What I am suggesting is not to pull in our objectives necessarily, but to make our program more attractive to those who have more limited objectives so that they do not feel that they have to remain in the class for the rest of their lives, so to speak.

What about the student who seeks to attain GED completion status? Maybe he enters as a Level III student. As soon as he completes Level III requirements, should you kick him out? I do not think so. It seems to me that our obligation is to carry him further toward his ultimate objective--GED completion. Hopefully, with the passage of the GED legislation at the national level this year, this may become a reality.

I would like to read a very short passage here:

> The practice of utilizing levels of progression through the ABE program is widespread. All evidence and observations in reports from the Advisory Committee and consultants indicate that the Tennessee program and the national program are geared to this concept. It is clear that the Tennessee program is not technically geared to meet the limited needs of the specific objectives of the students. These kinds of needs are important and should be recognized by use of more limited objectives and modification of program content.[1]

The only point where the survey staff tried to identify student objectives was in subjective interviews in on-site visits. The staff addressed the question, but the results were stated in the form of subjective data that were more useful in identifying the problem than in providing the solution. I think the solution should come from you in your conferences and institutes.

Now to continue with the quotation:

> Program objectives in the Tennessee ABE program make a positive contribution in another way that was revealed to investigators. Even though such objectives may not be spelled out in specific language, it was evident that they exist and are effectively accomplished. The following objectives were particularly noted in this context: (1) to attract students who have completed less than eight grades of schooling; (2) to accept students into the ABE program at their performance levels; (3) to encourage students to adopt higher personal goals; this may extend to GED, even though classes are not organized for this purpose; and (4) to attend to the educational needs of ABE students as they raise their personal ambitions and levels of expectancy.[2]

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[1] Bureau of Educational Research and Services, Tennessee Adult Basic Education Evaluation 1969 (Memphis: Memphis State University, 1970), p. 11.

[2] *Ibid.*, p. 12.

Mr. Kerr mentioned the strengths of the program yesterday. An example of this is item 4 in the above quote. This is a very specific objective of programs that we found in our visits with your teachers. I think you have the finest corps of teachers with which I have ever had the pleasure of working. This is true of the way in which they relate with individual student problems, in their academic qualifications, in their degree status, or however you wish to express it. And I think you supervisors are to be complimented on recruiting and retaining these teachers.

Chapter IV of the evaluation report pertains to teachers. We found that 89 per cent of your teachers hold college degrees, and 22 per cent have advanced degrees. That is somewhat above the average of teachers as a whole in the State of Tennessee.

Chapter IV is based on the records of 2,127 teachers on whom we had complete data. This omits about 20 per cent of the total number of teachers involved over a four year period; however, we have a sufficiently large population to draw general conclusions.

On page 16 we have included one table for the purpose of illustrating ways in which data from the data tables can serve your purposes. For example, in 1966 the ratio of students to teachers was 29 to 1. This varied from a low of 23:1 for the Middle Grand Division to a high of 35:1 for the Western Grand Division. This has certain implications; yet, we did not have sufficient time nor data to determine the importance of these implications.

Chapter IV also treats the kinds of teachers we had, what their areas of preparation were, and what their current assignments were at the time of the study. We have identified the endorsement areas that these teachers had in certification files; however, keep in mind the fact that teachers often times have areas of preparation that are not recorded in the certification file.

We were concerned about the kinds of assignments that they have. We do not have certification recognition of the preparation needs that teachers have in teaching Level I ABE students, for example, or other levels. The absence of certification recognition or areas of endorsement are more easily seen at simpler levels such as in the teaching of beginning levels of reading to adults. The closest kind of correlation we can infer for teachers with this assignment is to teachers who hold elementary certification, recognizing at the same time that their methods of teaching adults beginning reading are not the same as teaching six year olds.

We found that teachers have not been specifically prepared to teach adults who are functionally illiterate. We also detected a high turnover rate in staff that indicates staff instability related to the large number of part-time teachers.

Regarding the use of lesson plans, as we visited teachers, we found a degree of concurrence between the dogmatic or autocratic teachers and a greater use of lesson plans. The teacher who was inclined to be more democratic and more attuned to the needs at the moment had fewer reservations about deviating from their structured lesson plans. I, personally, think this is good; you may disagree.

In the summary on teachers, we did make extensive use of subjective data and observations. We do not have, in the baseline data file, any way of recording the teacher's ability to identify student needs or the existence of an empathetic relationship that teachers may have for students. Our information system procedure just has not reached the point where we can handle this in an objective manner. At the same time, that is not to deny the fact that we should attend to it. We have made the recommendation for a more extended study of ABE teachers in an effort to strengthen the entire program.

Chapter V deals with the instructional process. This is very closely related to the description of the teacher, since it is very difficult to separate the two. Any time you discuss the instructional process, you have to include consideration of the personality of the teacher, the preparation of the teacher, and the teacher's approach to the task at hand.

One interesting situation during on-site visits is acknowledged in this document--the example of a class which met in the basement of a teacher's home. The change to the home situation from the elementary school formerly used provided a more relaxed learning environment. This evolved not only into an educational center but a center of adult social life.

We did visit classes of all three levels--I, II, and III. The primary objectives of adult basic education were not reflected proportionately in the number of Level III classes visited when compared with Levels I and II. We found a greater number of Level III programs in operation than anticipated when you consider that the primary objectives of the program are presumably aimed at Levels I and II.

However, this is not meant as a criticism of the program. Our role is to provide you with information about your program that will enable you to make judgments about strengths and weaknesses of the program.

Chapter VI deals with teacher-training. Dr. Dutton was responsible for writing this chapter. You will find mention of the in-service and workshop programs that have been developed in the past year or so, as well as the formal programs that are still under development in state institutions of higher learning. You only have three institutions moving toward graduate programs--Memphis State University, Tennessee State University, and The University of Tennessee. We have recommended that they institute master's programs, and this is expected to occur in the not too distant future.

The listing of courses on page 23 deserves recognition. The preface statement is, "It is not the purpose of this study to dictate courses that each institution might wish to consider or the course content." But we felt that we needed to "lay out" a suggested curriculum that might be appropriate, not directive but suggestive.

On page 24 we dealt with the institutes that many of you have participated in over the past year or so, as well as the number of people who have been given the opportunity to attend. We felt that one of the areas that should be strengthened here is the matter of making the institutes more effective for the total ABE teacher population. If we have 15 or 20 people attend an institute and they go back home and keep it all to themselves, I think we lose a lot of potential. This is pointing to what we consider as a problem area rather than the solution, but it appears that the solution is not as hard to come by here as it might be in other areas.

We do not have the capability to provide institutes for every ABE teacher. We just do not have that much money, time, or staff. The next best thing is for those who are fortunate enough to attend to disseminate this information to the less fortunate ones upon their return. And it is the sharing process that we are encouraging here.

This chapter also deals with recommendations relative to teacher-training which are as follows:

1. Teacher-training should have three components--professional academic education, institutes, and local workshops.
2. Each state institution of higher education should offer the equivalent of at least six semester hours of credit courses in adult education--this to be expanded as the need is evidenced.
3. At least three state institutions should develop master's degree programs. We have suggested these as MSU, TSU, and UT. Other institutions should be sensitive to this need and develop these programs when the need is made apparent.
4. Two institutions should develop doctoral programs in adult education.
5. Institutes should be continued with provisions made to insure information feedback.
6. Local workshops should be continued on a systematic, long-range basis to insure continuity.
7. Additional personnel should be employed on the state staff to assist in planning and providing local workshops and institutes.
8. A state-wide continuing education committee should be formulated.
9. Workshops and institutes on university and community college campuses should be continued and encouraged to expand their influence.

SOUTHEASTERN REGIONAL ADULT EDUCATION PROJECT

by

Dr. Edward T. Brown, Director
Adult Basic Education Project
Southern Regional Education Board
Atlanta, Georgia

The Southeastern Regional Project is one of staff development. This project evolved through the efforts of the six state adult basic education directors in this region.[1] These six state directors spent several years, meeting sometimes as often as monthly but at least on a quarterly basis, to develop this project. Each state had its own problems and inputs; however, the results became probably the most comprehensive and complete project with which I have ever been associated. It is most comprehensive in that it seems to cover almost every facet of staff development. To illustrate this comprehensiveness, let me mention the two major missions of the project as follows:

1. Making a master's degree in adult education available to everyone in the Southeastern region on a drive-in basis.
2. Providing in-service training to every ABE teacher in the Southeastern region on a "when needed and what needed" basis.

I can show this graphically by commenting on the fact that most of our money goes into what is termed the higher education capabilities program. College professors, graduate students, travel, supplies, and so forth are expensive, and this component absorbs about fifty per cent of project funds.

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[1] Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee. This region has recently been enlarged by two additional states--Kentucky and North Carolina.

Our second mission, as stated previously, is that of developing local in-service capability. This local capability program tends to divide each state into regions or areas so that each unit is sufficiently large to have capability yet sufficiently small to be able to deliver that capability whenever it is needed. This is particularly important at the beginning of the school year when new ABE teachers are added to the role, and there is little opportunity to provide them the orientation needed to enter into their first classroom sessions with adults.

We also have what I like to call the umbrella component of the project and that is the enhancement of the State Department of Education's leadership role.

Besides these three major operating programs, we have three support programs. One of these is the continuing consultant program, which is actually an integral part of the effort to develop curricula and courses at colleges and universities. This component is relatively inexpensive, but it does get the professors and graduate students into local ABE classrooms. Then we have the supplementary support programs--regional seminars and technical services.

In developing university capability, the purpose is to select institutions that are spaced sufficiently across each state so that in-service, pre-service, and credit courses are available to all ABE personnel. The credit courses are not restricted to the University campus. More than half of our institutions offer off-campus courses, and some of these are a considerable distance from the institution.

Just to provide you with an example of our progress this year, let me illustrate. When the project started in the Southeastern states, only Florida State University and the University of Georgia offered doctoral, six year, and master's degree programs in adult education. We had four or five other institutions in the region that offered a course or two in adult education, usually as a part of educational administration or some other program in the institution. As a result of our activities this year, there are now seventeen universities and colleges that offer courses in adult education. All but two of these seventeen plan expansion into a master's degree program; so we are progressing toward our objective of making this degree available on a graduate basis. It should also be noted that eleven of these seventeen institutions had not previously offered any course work in adult education.

It might be interesting to examine how this developed. In Tennessee, Memphis State, Tennessee State, and the University of Tennessee are operating in this program now. As you can see, they are distributed fairly well across the state, although in a long state like this, this does not mean drive-in education by any means.

Mississippi has two programs in operation. One is at Mississippi State University in the north corner, and the other is at Jackson State College, which is almost in the center of the state. A third program will be initiated this year at University of Southern Mississippi, which is in the lower section of the state. So Mississippi is moving toward this drive-in capability.

In Alabama, Auburn University and Alabama State College are offering courses. Auburn has a newly established Department of Adult and Vocational Education.

Georgia has four institutions involved in the project. The University of Georgia already had a program in existence prior to the initiation of this project. Since the inception of the project, however, West Georgia College in the northwest, Albany State College in the southwest, and Georgia Southern College in the southeast have become involved. Georgia has initiated the drive-in approach all over the state. It is interesting to note this year that, because of agreements among these four institutions, a student could take courses at any one of these locations; and by paying the tuition to the institution from which he wanted his degree, his credit would be awarded by that institution. I think that this is probably the largest "break-through" in inter-university and college arrangements of which I have ever heard.

South Carolina has established two programs, and they are relatively together, geographically speaking. South Carolina is a state in which you do not have programs scattered geographically. No place is more than a few hours drive from the center of the state at Columbia and at Orangeburg. The program at the University of South Carolina will eventually offer a master's degree; however, South Carolina State College, at this time, plans to operate primarily in the area of training teacher-aides and will concentrate on undergraduate credit. I should add here again that because of the inter-relationship between the institutions and the State Department, the students attending the summer institute at

Orangeburg could and did receive credit from the University at Columbia. The respective University staff members, in both cases, were co-directors of the institute.

Florida has a program at Florida Atlantic University, University of South Florida, and Florida A & M University. These three institutions will probably concentrate at the master's level, and the doctoral program will continue to be offered at Florida State University.

This year we have added the states of Kentucky and North Carolina to the project. In Kentucky, our participation is minor at Moorehead State University because we only cooperate with their Appalachia ABE Project. Programs will also be established at Kentucky State University and Western Kentucky. In North Carolina, programs are being initiated at Appalachian State University in Boone and also at Elizabeth City.

The continuing consultant program, mentioned previously, is actually part of the higher education capability program. The purpose of this component is to provide funds for the graduate students and college professors to become involved with the problems at the local level. I am sure that "perks" up your interest, since you are primarily interested in your own local problems. However, our purpose is not that altruistic. We want the college professors and the graduate students to make the courses on campus more realistic and more related to the needs of local program personnel. Thus our major interest is for them to learn more about your problems and integrate those problems into the college curriculum.

I might just mention though that we did become involved with more than one hundred individual local classes or supervisors' offices in the Southeast last year and, hopefully, provided some solutions to various problems. Our biggest advantage was the fact that we had graduate students who could do library research, collect data, etc., e.g., "the leg work," and then the college professors added their expertise to the entire program activity. We found that where this program had been accepted wholeheartedly by the graduate student, he became a valuable asset to local supervisors.

Now, let us return to the local in-service capability program. The intent of this component is for the local geographic area to have its own capability to provide in-service, short-range training for the teachers as the need arises. In South Carolina and Mississippi, we are developing teaching teams composed of four to six members who have special capability in certain areas, e.g., counseling and placement of students, teaching techniques, curriculum, and so forth.

As a result of a summer institute at the University of South Carolina, we will have a curriculum guide for use by a local area teacher-training team. It was actually first developed in the institute a year ago and used all last year. During this period, difficulties, weaknesses, and strengths were noted; and this summer's institute was spent in a revision of that curriculum. The University of South Carolina has accepted the teaching team as an instrument of the College of Education and is giving credit for the courses in which the professor of adult education uses the teaching team members as instructors. A course was offered at four off-campus sites and extension credit was provided. These team members were also available for in-service training. They were paid $10 per hour but nothing for subsistence or travel. This model seems to have real promise, but we really have no idea, at this time, as to how successful it will be.

Another model is occurring in Florida and Georgia. Instead of teaching teams, we have area in-service planning teams. In Florida, a State Department supervisor is assigned to a designated geographic area. The planning team includes this State Department of Education staff member, the university project staff member, a graduate student, and someone from the local area.

In Georgia, a State Department supervisor is assigned to each quadrant of the state and to the participating institution. He, the participating university professor, and four or five local supervisors constitute the planning team. If the quadrant institution of higher education cannot provide the services needed, then assistance is requested from the University of Georgia, where there is an adult education staff of five people. In Florida, this special assistance is requested from Florida State University. If this avenue does not enable them to obtain the necessary expertise, then they go to the State Director of Adult Basic Education and request that it be provided from any available source.

At this point, the Southern Regional Board staff becomes involved often in that we have contact with notable persons throughout the country and can either suggest names or, in some cases, bring these experts into the area needed.

The third model is occurring in Alabama and Tennessee. The State

Department staff, a university or college staff member, and local supervisors determine the kinds of workshops and seminars that are needed. Generally, what is provided in one area is repeated in successful patterns throughout the state. However, there is a little difference, as I see it, between the two states. Alabama tends to use the university staff member as the central directing authority, while the State Department staff tends to perform this function in Tennessee.

Another part of the in-service program is the provision of direct teacher-training through summer institutes. This is left to the discretion of the state director as to whether this need exists.

I think the most critical and most important part of our project is this umbrella component we have of developing a leadership role in staff development for State Departments of Education. When you have various resources and expertise throughout a state, someone has to be in the position of coordinating it into a sequential program. The logical place for this appears to be in the State Department of Education where the funds are. It would seem appropriate for the state staff to designate one member who would be provided with the time, background, and experiences needed to be a proficient identifier of resources and then coordinate these resources into a meaningful program.

Many of you were involved in the regional seminar program which convened three times last year--Atlanta, Daytona Beach, and New Orleans. The purpose of this program is to help the State Department staff, local personnel, and university personnel to identify their own role and the contribution each group should be making to the success of the project.

It also has been used to encourage these groups to develop a state plan in each respective state that is coordinated, sequential, and non-competitive.

The technical services program is allotted the least amount of money of all the components in the project. In this component, we have a small amount of funds to secure national expertise when needed.

As a last comment, I want to say that last year approximately ninety-four per cent of all ABE personnel in the Southeast region had some contact with project personnel. And I determined this from the reports forwarded to us relative to attendance at various training activities and from the number of expense vouchers I have had to sign.

TENNESSEE REGIONAL CONCEPT OF TEACHER-TRAINING IN ADULT EDUCATION

by

Mr. Charles Kerr
Coordinator of Adult Education
State Department of Education
Nashville, Tennessee

As most of you are aware, teacher-training programs in adult education are in operation at Memphis State, Tennessee State, and The University of Tennessee. I am not going to mention these any further since the directors of each of these programs will describe them to you later in the program. But I do want to say that besides the money we are receiving from the Southern Regional project, each of those universities is putting quite a bit of money into the program themselves. And the State Department of Education is doing the same.

This past summer we selected a reading team that went to Moorehead State University for three weeks of concentrated study. The members of the reading team returned and assisted with a state-wide reading workshop for ABE teachers at The University of Tennessee. This team consisted of Elizabeth Kenkel, Memphis; Mary Goldman, Nashville; Flora Fowler, Knoxville; and Tom Rakes, Knoxville. These people will be available as a team for service to the entire state.

If you will look around you, you can determine where a large part of this money goes. You are part of the in-service training sponsored by SREB, state, and university funds.

If you will recall, last year we had state-wide in-service besides the local in-service which you have to indoctrinate your teachers relative to teaching adults. We conducted these sessions at Memphis State University, Jackson State Community College, Austin Peay, Tennessee State University, Middle Tennessee State University, Columbia State Community College, University of Tennessee, Chattanooga and Knoxville, Tennessee State, and East Tennessee State University.

We are trying to involve the university, college, and community college campuses, as well as their personnel, in as much of our training as possible. This serves to make them more aware of our existence and problems, which, hopefully, will motivate them toward establishing teacher-training programs in adult education.

MEMPHIS STATE UNIVERSITY'S ADULT EDUCATION PROGRAM

by

Dr. Donnie Dutton
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Director of Adult Education
Memphis State University
Memphis, Tennessee

The adult education program at Memphis State University is currently composed of two segments--academic and non-academic--and the format of my presentation will reflect these two categories.

Academic

At present, six graduate courses have been approved by the Graduate School. These are as follows:

1. ADED 7080, Basic Principles of Adult Education (3 semester hours): This course will provide an overview of the field of adult education. Emphasis will be given to philosophy, objectives, and nature of adult education, its problems and possible solutions. Further emphasis will be placed on historical development, program planning, methods and techniques, and the nature of the adult learner.

2. ADED 7081, Methods and Techniques in Adult Education (3 semester hours): After examining the characteristics unique to the educated and undereducated adult, emphasis will be placed on an analysis of the methods and techniques available for working with adults, including the community development method, and their applicability under varying circumstances.

3. ADED 7082, Programming in Adult Education (3 semester hours): Emphasis will be given to understanding the theoretical foundations upon which the programming process is predicated, developing a theoretical model, and acquiring the conceptual tools necessary for analyzing the programming process in any adult education organization.

4. ADED 7095, Special Problems in Adult Education (1-3 semester

hours): This will enable students to pursue individual interests and needs under the direction and guidance of the faculty. PREREQUISITE: Permission of instructor.

5. ADED 7130, The Adult Learner (3 semester hours): A critical examination will be conducted relative to the major learning problems of adults. Emphasis will be given to the factors which affect learning ability, achievement, and motivation throughout the adult life-cycle.

6. ADED 7245, Curriculum Planning in Adult Basic Education (3 semester hours): After examining the unique characteristics of adults, attention will be focused on principles of curriculum building and their applicability to adult basic education clientele.

In addition to these courses, the following ones have been submitted in a Master of Education Degree Proposal, with a major in Adult Education, that is currently being reviewed by the Graduate School:

7. ADED 7360, Organization and Administration of Adult Education (3 semester hours): A critical analysis of administrative theory will be followed by determining its applicability to diversified adult education settings.

8. ADED 7370, Evaluation in Adult Education (3 semester hours): Emphasis will be on techniques used to appraise program effectiveness such as clarifying objectives and the analysis, interpretation, and presentation of data as steps in the evaluation process. Students will be aided in developing a concept of evaluation as an objective process that requires specific methodology.

9. ADED 7710, Advanced Problems in Adult Education (1-3 semester hours): This course is designed to enable students to pursue individual interests and needs under the direction and guidance of the faculty. PREREQUISITE: Permission of instructor.

10. ADED 7720, Practicum in Adult Education (3 semester hours): Orientation, observation, and working within an adult education program. PREREQUISITE: Permission of instructor.

11. ADED 7996, Thesis (3-6 semester hours).

As a matter of interest to those in the West Tennessee area, the following adult education courses will be offered in the Fall of 1970 at

Memphis State:

1. ADED 7080, Basic Principles of Adult Education (3 semester hours) from 6-9 on Monday nights.
2. ADED 7081, Methods and Techniques in Adult Education (3 semester hours) from 6-9 on Tuesday nights.
3. ADED 7095, Special Problems in Adult Education (1-3 semester hours) meeting time to be arranged according to the convenience of student and faculty member. Permission to take this course must be secured from Dutton prior to registration.

Non-Academic

From the standpoint of public school adult education, the non-academic program has consisted primarily of assisting the Tennessee State Department of Education's Adult Education Staff and local adult education supervisors with non-credit workshops. Since the needs of the adult student are somewhat different from those of the day-student in a public elementary or secondary school, one may assume that teachers of adults require training specifically designed to equip them to meet those special adult needs. The State Adult Education Staff, local ABE supervisors, and university personnel have collaborated to provide short-term training to assist in acquainting the vast array of ABE teachers in West Tennessee with some of these basic differences.

For illustrative purposes, workshop activities conducted in West Tennessee in 1969-70 were as follows:

1. "General Orientation to Adult Basic Education." This workshop was designed to cover guidance and counseling, curriculum development, and problems relative to teaching the undereducated adult. It was held at Memphis State University, October 17, 1969, for Memphis City School ABE Personnel and was attended by 81 persons.

2. "Creating Effective Learning Experiences in the Adult Classroom." A multiplicity of topics was covered at this workshop, with the content centering around practical information that might be of help to the practicing teacher. Basic to the program was a role-playing demonstration emphasizing the teaching of Levels I, II, and III adult basic education students all at the same time. This workshop was conducted twice. The first was held at Memphis State University, November 21, 1969, for Memphis City and Shelby County Personnel. The second was conducted at Jackson State Community College, November 22, 1969, for the rest of West Tennessee ABE Personnel. A total of 188 persons attended these two sessions.

3. "Factors Affecting the Process of Educational Change." The instruction provided in this workshop revolved around determining the proper framework for program development in adult education and the many factors that have to be considered in planning a program. This workshop covered five, eight hour days or a total of forty hours and was held February 5-6, 12-13, 20, 1970, and was conducted at Somerville, Tennessee, for Fayette County Personnel, with 21 persons attending all five sessions.

4. "Selecting Adult Basic Education Materials." The content of this workshop centered primarily around evaluating adult basic education materials. Two workshops were conducted; both were held in Jackson, Tennessee. The first was conducted April 9-10, 1970, for Local ABE Supervisors in West Tennessee. The second was held April 11, 1970, for West Tennessee ABE Teachers except those from Shelby County. A total of 89 persons attended the two sessions.

This should give you an overview of the adult education activities conducted by Memphis State University. It should be noted, however, that all of these activities were the result of joint efforts between Local School Systems, Memphis State University, Southern Regional Education Board, Tennessee State Department of Education, and Title I of the Higher Education Act.

TENNESSEE STATE UNIVERSITY'S ADULT EDUCATION PROGRAM

by

Dr. James Farrell
Director of Continuing Education
Tennessee State University
Nashville, Tennessee

I was told that I had fifteen minutes, and I was wondering how I could best spend that fifteen minutes. The first thought that came to me was that I wished I had Marshall Morrison here to tell some of his jokes since I am not a very good "joke teller."

Anyway, regarding our adult education program, I cannot say whether we will be first or not; but we will have our master's degree program before long. Meanwhile, the following courses will be offered this fall at Tennessee State:

1. Ed 492, Introduction to Adult Education.
2. Ed 577, Teaching the Adult to Read.
3. Ed 515, Principles of Basic Adult Education.

For those of you in the Middle Grand Division of Tennessee that desire extension courses, pass this information on to Mr. Easter; he will be in touch with us, and we will be ready to comply.

THE UNIVERSITY OF TENNESSEE'S
ADULT EDUCATION PROGRAM

by

Dr. John Peters
Assistant Professor
Department of Continuing and Higher Education
The University of Tennessee
Knoxville, Tennessee

As of July 1, The University of Tennessee established a Department of Continuing and Higher Education. There are three staff members in the department at this time--two in Higher Education and one, myself, in adult education. However, we are designing the program of the department to broadly attack the problems of not only adult basic education personnel, but university administrators, community college personnel, and so on.

Like Memphis State and Tennessee State, we too are working towards a master's program. Hopefully, this will become a reality by the first of the year or shortly thereafter. Then, we plan to move on toward establishing the doctorate.

As far as courses are concerned, the following have been approved for offering in adult or continuing education:

1. CHED 4960, Adult Education: A General Survey (3 quarter hours) Surveys the historical development of the field, philosophy of adult education, agencies, programs, current issues, and the literature of adult education.
2. CHED 5320, Advanced Educational Psychology (3 quarter hours) (Cross Listed as Ed. Psy. 530). Current research in psychology and its application to educational problems.

3. CHED 5330, Theory and Research in Human Learning (3 quarter hours) (Same as Ed. Psy. 5330). Influence upon school practice. PREREQUISITE: 5320.

4. CHED 5360-5370, Problems in Adult Education (3 quarter hours each or total of 6). Independent study of problems in adult education and special institutes for adult educators.

5. CHED 5460, Adult Development (3 quarter hours). Changes in characteristics of the adult over the life span and implications for adult education.

6. CHED 5660, Program Planning in Adult Education (3 quarter hours). Theory and method for planning adult education programs.

7. CHED 5960-5970, Seminar in Adult Education (3 quarter hours each or total of 6). An examination of problems and issues confronting adult educators, with emphasis on review and interpretation of related research.

8. CHED 6450, Community Education for Adults (3 quarter hours). Contemporary programs; extension of secondary school opportunities for adults.

In addition to academic course work, we have been extensively involved in in-service training. Since January, we have either conducted or participated in five in-service training workshops in Johnson City, Knoxville, Chattanooga, and Nashville. The total attendance at these workshops was approximately 375. These centered around learning laboratories and individualized instruction. In addition, we conducted a two week institute in July on "Teaching Adults to Read." This was attended by seventy persons, including state staff and so on.

We have offered one course off-campus, Chattanooga, and two courses on campus. Adding all components together, we have reached approximately 485 teachers this year. We plan to continue off-campus courses since my philosophy is that we cannot be confined to the hallowed grounds of the university and meet the needs of practicing adult educators.

If and when we receive our master's degree program, it will be university regulated, which means that 45 quarter hours will be required for the master's degree. Out of the 45 hours, you can slice it about three ways. You can take all the courses in your major area, which in this case would be adult education. This would involve about 36 hours or so of course work and 9 hours of thesis.

Now, if you take a minor, which is the normal thing, you can take one minor of 18 hours or two minors of 9 hours each. So you could conceivably have two minor areas, like sociology and educational psychology, and a major in adult education, which would be about 18 hours plus about 9 hours of thesis.

ROLES OF LOCAL ABE SUPERVISORS

by

Dr. Don F. Seaman
Assistant Professor
Adult Education
Mississippi State University
Starkville, Mississippi

I imagine some of you are wondering why a part of the program has been devoted to having someone tell you about the things you are already doing. If you are convinced that you are already fulfilling the roles of a supervisor to the best of your ability, then you may "tune me out," and I shall direct my remarks to the person beside you. However, if there is any doubt at all in your mind, perhaps you can profit in some way by listening to the content of my remarks for the next few minutes.

If you will notice the chart, we shall be discussing the role*s* of the supervisor, because the various roles and responsibilities vary from county to county, and sometimes they change over a period of time--even within a given county. Even so, I believe there are certain commonalities within these roles and that foremost among these commonalities are the following:

1. *Responsibilities*. Do you know precisely the responsibilities you have? In what ways are you responsible to the area supervisor, the State Department, your teachers, the students in the local ABE program? It has often been said that people tend to seek authority but shun responsibility, but I do not believe that adult educators shun responsibility. If so, we would not be here trying to see how to make our programs better, and neither would you see individuals in the various institutions of higher learning in your state trying, in spite of many obstacles, to develop educational programs for professional adult educators.

I would like to react to the question concerning employment opportunities for an individual who has a Master's Degree with a major in Adult Education. In Mississippi, directors of junior colleges and vocational-technical centers are beginning to hire personnel to direct the emerging adult education programs. Industries are looking for training directors who can plan and implement continuing education programs for employees. At present, we need every professional adult educator we can train, and the future seems to hold much promise.

2. Functions. What functions do you perform as a supervisor? What do you do? If I asked each person here about his or her job functions, I am certain we would find much in common as well as some differences. Most important, each of you would identify specific functions that you perform as an integral part of your work; and within those specific functions, flexibility, which is an underlying strength of the program, would be most evident.

3. Expectations. From whom? Participants in our program expect something from us. Taxpayers expect something in return for expended funds. We, as adult program supervisors, also have basic expectations from our work. Is it worthwhile? Are we really accomplishing anything? I hope our responses to these questions are more positive than negative.

4. Perception. Your perception of your role (s) dictates more than anything else the kinds of responsibilities, functions, and expectations you deem important. How do you perceive your role as a supervisor? I believe your perception is primarily based upon past experience but somewhat influenced by what others say you should be doing in your position of an ABE supervisor.

With these ideas in mind, the first specific role I wish to discuss is that of budgeting. I mention it first because it is one of your foremost tasks. Without a budget you have no program, and the quality of your program may very well depend upon your skill in the budgeting process. It is a necessary evil, but it is necessary.

The most important problem in budgeting is shifting the program emphasis when needed. Training may be the greatest need in one year; but as this need is met, the emphasis (and corresponding funds) should be placed elsewhere. Another related problem is how to serve a growing program without increasing funds. This taxes the skills of every supervisor; but if you think your problem is great, those of the area supervisor and State Director are even greater.

Another role is determining the curriculum. What are we going to teach our students? Who decides the curriculum content? There are numerous curriculum guides from state and national levels, but the ultimate decision rests at the local level. Hopefully, this decision will be reached after some consultations with teachers, or perhaps there is a curriculum committee, from which recommendations are forthcoming. Regardless of the resources available for assistance in this dilemma, the local supervisor must be willing to live with the final decision which will greatly affect his or her program.

Related to curriculum is the problem of selecting appropriate materials once the curriculum has been decided. This is a real "jungle," and the supervisor is bombarded from all sides by commercial company representatives selling their wares. Which to choose? How to compare? Again, regardless of who assists with material selection, it is the local supervisor who must justify the final decision. Once again, past experience of teachers and other supervisors can be a great asset in material selection.

And now we must consider this nice word called recruitment. First, what about recruitment of staff members--assistant supervisors, teachers, and counselors? What qualities do you look for in staff members, particularly teachers? I am certain each of you could identify specific qualities which you believe would contribute to the success of a person teaching undereducated adults. This is imperative because the key to a quality program is the quality of the staff--the kind of teachers, counselors and/or curriculum specialists employed. Since a supervisor is limited in the amount of time he or she can spend with classroom teachers, the importance of a good staff recruitment program is very evident.

What about recruitment of students? Who has the responsibility for this function? In some cases the teacher has the responsibility for recruiting students, whereas in others it becomes a cooperative effort among all staff members. The team approach has many advantages; but regardless of how it is done, the success or failure of recruitment depends upon the supervisor--his perception of who should do the recruiting, when recruiting should be done, and how recruiting should be conducted. This is one role which demands a great amount of commitment by the supervisor, because the results of days and days of work and effort are not always fruitful in the area of student recruitment.

The topic of personnel relationships always causes some discussion. Establishing good rapport with teachers is a continuing concern among supervisors. Can I communicate effectively? Do they respect me enough to trust my judgment in important decisions? Do they believe I am trying to give them adequate help and support when they need it?

What about transfer and/or dismissal of undesirable staff? The supervisor must face this issue in a straightforward manner when the situation demands this type of action. He or she owes it to the program, especially the other staff members, to resolve these problems quickly.

Some supervisors believe that an ineffective teacher will be no problem--the class will simply diminish until there is no longer a sufficient number of students to justify a class. That is an indirect approach to solving the problem, and it is not always effective. In all cases, the supervisor must be the decision-maker, and the decision, once made, must stand.

Evaluation usually brings to mind the areas of records and evaluation. This function is probably misunderstood more than any other in ABE. Not only are there numerous records to keep, but the forms change from time to time, adding more confusion from local to state level. Yet, how can we even suppose that our program is worthwhile unless we have records to prove it? We are going to have to get away from quantity and move into quality in our programs because, if for no other reason, the public is going to demand that we do so. We need good, hard data, and the supervisor is responsible for acquiring it.

How much progress are students making? What kinds of changes do we need to make? Can we answer these questions from our records? Perhaps we can learn a few things about teachers as well as students from accurate records. All aspects of program evaluation--students, staff, curriculum, materials--are dependent upon accurate records and an effective reporting system, from the local teacher's classroom to the files in the State Department of Education. The coordination of this procedure is dependent upon the local supervisor. No other person is in a comparable position to facilitate this necessary activity in the ABE program.

Last, but not least, an important role that must be fulfilled is that of public relations--gaining public support for the ABE program. Good public support can help alleviate some of the problems which may occur when the supervisor is engaged in some of the aforementioned roles. For example, good relationships with the power structure in the community can result in information about possible staff members, particularly teachers. Various community organizations can often provide assistance in locating and recruiting students and in providing classrooms and needed transportation.

This assistance may not always be forthcoming; but if nothing else, good public relations could provide the moral support needed for the kind of program you are supervising. So often we feel we are all alone in trying to upgrade the education and skills of individuals in the community and nobody really appreciates our efforts--the teachers only want the extra money, the students have nothing else to do, and the State Department is not interested in our success or failure. However, when we have local support and people are kept informed, we never have to worry about carrying the load by ourselves. In Mississippi, we have found that occasionally when a certain industry learns what the ABE program can really provide, the executives ask for a class for their employees and provide not only space for a classroom, but even pay the local share of the teacher's salary. Although this is the exception rather than the rule, you never can tell what the results may be from some good public relations in the local community.

We now come to an area called training. This is very important and we have already referred to it to some extent. However, Dr. Peters is all prepared to cover this aspect of supervision with you.

PLANNING IN-SERVICE EDUCATION PROGRAMS FOR TEACHERS OF ADULT EDUCATION

by

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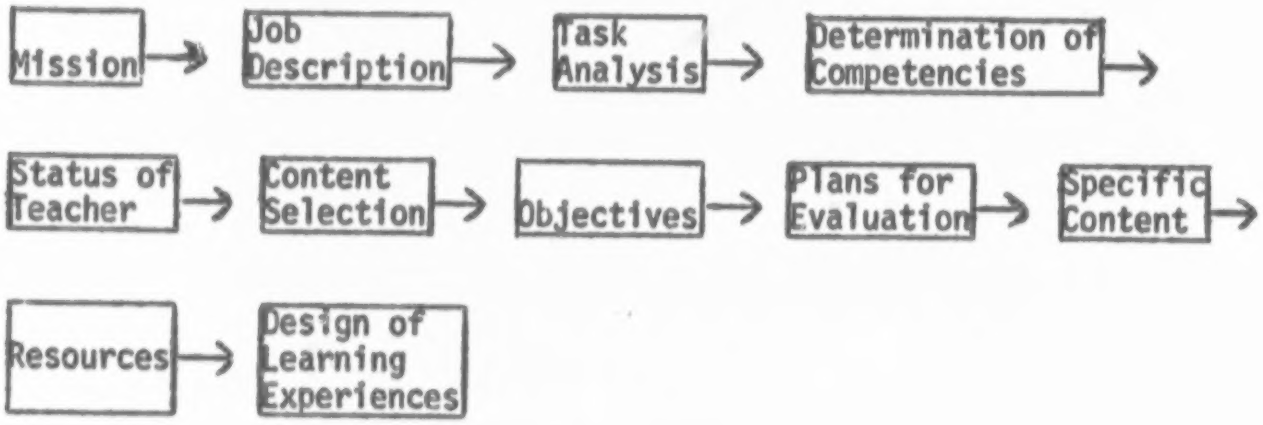
Training teachers for their role of educating adults involves both a systematic plan of action and the cooperation of several groups within the total adult education program. The purpose of this presentation is to describe one framework for planning in-service programs in an attempt to assist ABE supervisors in their training role.

The framework described in this presentation consists of a series of stages through which training decisions are made. In schematic form, these stages can be described thusly:


Mission
Job Description
Task Analysis
Determination of Competencies
Status of Teacher
Content Selection
Objectives
Plans for Evaluation
Specific Content
Resources
Design of Learning Experiences

The following discussion explains each of the above stages and the progression of ideas common to the job of planning.

Mission

Some concept of the goal must be in the minds of the planners before training plans are begun. The mere fact that some training is needed infers some goal, if for no other purpose than "to train." Inherent in this same inclination is some idea of a problem being faced by teachers; thus, there exists some concept of the broad content. For example, a general understanding that ABE teachers need further training in teaching reading represents a goal. The refinement of this goal and a test of its worth as a mission comes with the next several stages.

Job Description

A technique routinely used in vocational education is the use of a job description as a beginning point for determining training needs. A job description can be a brief statement of the general duties of a position occupant, while describing the parameters of his responsibilities to others in his organization. Such a general job description exists in ABE, as written in the Tennessee State Plan[1] and State guidelines.[2] A more detailed description, specifying the major responsibilities of the ABE teacher, should be in the files of every supervisor.

Task Analysis

The job description will suffice as a general framework for identifying the major features of a teacher's role but is not specific enough for selecting training objectives and content. What is needed at this point is a breakdown of the job into tasks that are required for the completion of a job objective.

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[1] Tennessee State Department of Education, Tennessee State Plan for Adult Basic Education Programs, Section 1.63-11, July, 1967.

[2] Tennessee State Department of Education, Guidelines for Local School System Participation in Adult Basic Education, 1966.

Two steps are necessary in task analysis. The first step is to list all the tasks that might be included in a job. This is done by analyzing the job description, talking to teachers, observing them, or consulting with others who have sought to describe the tasks of a teacher. Secondly, each task is described in terms of the steps necessary to perform the task. As an example, several tasks central to the ABE teacher's job may be listed as follows:

1. Plans a recruiting campaign.
2. Recruits students.
3. Counsels entering students.
4. Tests students for entering capabilities.
5. Develops behavioral objectives.
6. Decides what to teach (content).
7. Selects materials.
8. Designs learning experiences.

As an example of the second step, task detailing, a breakdown of the task of designing learning experiences would include:

1. Deciding the type of student performance.
2. Selecting learning experiences.
3. Sequencing content from simple to complex.
4. Arranging for performance to be repeated in different settings.

5. Integrating content with other subject matter.
6. Selecting media.
7. Developing adult atmosphere in classroom.

Not all tasks or steps are equally important for training purposes. Therefore, priorities should be developed among the items on the basis of what the teacher already knows and on what things are most important on the job. Time for training in ABE is limited; such a decision on priorities will help eliminate needless repetition and theory at the expense of performance-oriented content.

Determination of Competencies

Although tasks imply performance, teacher behavior can be appropriate only if the teacher is competent to perform. Thus, the next stage is a determination of the knowledge, understandings, and attitudes requisite to performing each of the tasks identified in the last stage. For example, what must the teacher know in order to counsel students in a professional manner? To select tests? To select media appropriate to the manner in which adults learn?

Care should be taken to avoid naming course titles or other ready-made packages as substitutes for listing competencies. To say that the teacher should "know psychology" or "understand tests and measurements" in order to accomplish the task of testing is to be much too general. A more specific statement would be that the teacher should "understand the relationship between test norms and individual scores" in order to perform the step of "interpreting test scores," the latter being necessary to the task of "testing entering students."

Teacher Status

The Tennessee State Plan for ABE programs specifies that "each program of instruction will be accompanied by guidance and counseling services..." Yet, according to the recent state evaluation, only forty-four teachers over a four-year period show endorsements in guidance and counseling. If the job description includes counseling as a responsibility of the teacher and if counseling is singled out as a task meriting further training, such information as is included in the state evaluation report is one example of determining teacher status with respect to training.

More detailed information is needed at the local level when training decisions are being made. The supervisor or other person responsible for training can choose among several means to collect such information. These include classroom observation, questionnaires, performance tests, and interviews. The last technique seems to offer the most promise in ABE, due to the difficulty of scheduling on-the-job critiques in a part-time situation. Each supervisor should interview the new teacher at length, in order to ascertain what needs the teacher himself can reveal. This information, coupled with common information needs of all beginning ABE teachers can begin to furnish the necessary base data for training purposes.

Content Selection

Many educators will say that content selection must not precede stating objectives. However, it is difficult to specify what our products will be without some notion of the general nature of that product. Moreover, as described in the next section, a well-stated objective will specify both content and the behavior (or performance) desired of the learner. For example, after having diagnosed difficulties in teaching reading to be lack of teacher competence, the broad content area will become "reading," and the behavior referent is the "teaching" of reading. To identify at this stage the broad topics to be taught is necessary to intelligently determine what is expected of the teacher trainee. Specific content can be determined later in the design.

Objectives

A topic well-worn in teacher-training circles is the problem of developing objectives. Although some differences in approaches exist among teacher-trainers, it is generally agreed that there should be different levels of specificity involved and that all objectives should be stated behaviorally.

The above requirements can be met if one reviews the preceding stages of training design. It has been stated that the job and the tasks of teaching are referent points for all that follows. Moreover, a determination of teacher competencies necessary to do the job was said to be important to training decisions. It soon becomes apparent that the latter is necessary in setting forth the training product in terms of knowledge and understanding, while the former is necessary in stating specifically what the teacher is to be able to do as the result of training. For example, a broad objective may be for the teacher to increase her understanding of readability formulas in the area of teaching reading in ABE.

An example of a performance-related objective (derived from the broad objective) would be for the teacher to be able to apply readability formulas to ABE reading materials in order to determine the appropriate grade level of the materials. It is assumed that achievement of the last objective would be indicative of the first objective dealing with the broad term "understanding." Furthermore, it is assumed that the performance level objective, stated behaviorally, would be reflective of the primary concerns of the teacher in performing his job.

Plans for Evaluation

Although commonly left until last in training design, evaluation plans should realistically be made after objectives are stated. Moreover, all efforts to evaluate learner progress should be made in terms of the objectives. The ease with which evaluation is performed is directly related to the specificity of the objectives.

As an example, take the objective stated above in reference to applying readability formulas. The trainer has only to structure a situation in which the trainee is able to apply selected readability formulas to material commonly found in the ABE classroom. If the objective is left at the "understanding" level, it is extremely difficult to select among those things which would indicate such understanding, e.g., ability to memorize formulas, to recite them, or to explain their meaning.

One additional caution should be inserted at this point. The evaluator must have in mind predetermined criteria for judging the adequacy of student performance. For example, to "apply readability formulas" is not sufficient unless it is agreed which readability formulas and with what accuracy they are to be applied. To insure inclusion of such criteria, the trainee should try to include them in the original statement of objectives.

Specific Content

Earlier mention of the need to identify content referred to the most general level of a subject. It now becomes necessary to specify the exact subject matter to be mastered by the trainee. Such a decision is made more easily if adequate work has been done in developing training objectives. In many respects, determination of specific content and stating of objectives are accomplished simultaneously.

Identification of Resources

The supervisor can rarely do alone what is required in training the ABE teacher. Therefore, a part of his job is the identification of resources. Such resources can range from a single text to a consortium of consultants and multimedia training packages, but a common selection criterion must be applied to all potential resources. That is, when in need of help, the trainer should fit the resource to the training need, not vice-versa. In architecture, function determines form. In education, the form of the product and the nature of the content should determine how the job is to be done. Educators must not be misled by high-sounding titles or points of origin alone. Given the task of training teachers to properly test their adult students, the hiring of a curriculum specialist from several states distant because he is nationally-known is not as likely to produce the same quality of results as a local, well-qualified psychometrist.

Design of Learning Experiences

The way in which methods are chosen and training activities are arranged should be dictated by the foregoing stages in design and by additional criteria related to the organization of learning experiences. Whenever possible, learning experiences should be sequenced in an order that is most meaningful to the trainee (interest sequencing). The order of content should be kept within its logical sequence, while permitting priority to be placed on developing those skill areas used most frequently on the job.

It is better to teach an automobile repairman how to adjust a carburetor before teaching him how to weld an engine block. Similarly, it is better for a teacher to learn the purposes of testing and functions of various tests before learning how to score the results.

A final word should be said regarding the timing of training sessions. When faced with a severely limited amount of training time, it is no less important to use caution in selecting the method of presenting subject matter as it is to select appropriate content. The tendency is to put too much in the available time space, sometimes resulting in frustration and training overkill. Reasonable allowance for training time must be made in most subjects of importance to ABE teachers. It is often better not to teach at all than to substitute confusion for learning.

FINANCING ADULT EDUCATION PROGRAMS

by

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I had hoped to answer most of the questions that you might have relative to financing your local program; however, this is not possible. Unfortunately, the Education Bill has not been finalized. If you recall, yesterday the President vetoed the Education Bill. So all of this implies political maneuvering between the House, the Senate, and the President; and no one knows how soon all of this will be completed.

Up until this year, when the Education Bill had not been passed, Congress usually voted a continuing resolution, which allowed us to continue for a specified period of time. This would be based on the same rate of expenditure as the preceding year. In July, we did receive a continuing resolution for a three month period, but it specifically prohibited the drawing of any money for that period, which to me is the same as no continuing resolution.

We have been operating on a very limited scale this summer. The only reason we could do this was that the State appropriations were available in July, and we knew how much money this was. So, as long as we did not exceed the State allotment, we could continue.

It is not just the adult basic education program that is in this trouble, but all of the State educational programs. I am sure that

Commissioner Warf and his staff will be very busy for the next week or two attempting to alleviate this crisis and figure out how to continue State operations. We have talked a lot about operating on "faith," and I guess that pretty well sums up where we are now. I am sure that the local school systems which you represent are really "catching the blunt" of this entire maneuver, since they pay their bills and then have to wait for reimbursement.

As far as I can ascertain, the bill that was vetoed contained a recommendation for $55 million for ABE as compared with $50 million in the past year. The U.S. Commissioner of Education is required by law to remove from a minimum of 10 per cent to a maximum of 20 per cent of this money for special projects and teacher-training. Normally, he removes the full 20 per cent, and I imagine that this year will be no exception. The remaining funds are distributed to the states to implement their ABE programs.

The special projects and teacher-training money is distributed by the U.S. Office on the basis of proposals that are submitted. The Southern Regional Education Board Project (SREB) that was discussed yesterday was for approximately $700,000 and was funded from this source.

Now, the amount of money allocated to the State Departments of Education for ABE is based on the population and illiteracy in each state. Due to changes in the law relative to the high school or GED program, the formula will be changed; and this will probably cause another delay in distribution of funds.

On the form for application for local adult basic education programs, which you have, the figure of $1320 has been pretty well accepted as the amount allotted per class. Any increase in the $1320 would automatically decrease the number of classes. Including the 5 per cent state appropriation, the 5 per cent local appropriation, and the 90 per cent federal appropriation, we are estimating a State program of approximately $1,200,000 for this year. We have certain fixed costs that must be deducted before we can allot the money to local systems. If you will assume that the total money allotted to local systems in Tennessee this year would approximate $1,000,000, then the number of classes allocated would be $1320 into $1,000,000 or about 750 classes. This is also based on an average class size of about 15 students.

The money for each class includes $900 in Category A, $150 in Category B, and $270 in Category C, which totals $1320.

Category A includes the salary for the classroom instructor at the rate of $5 per hour. There has been a great deal of discussion as to whether this amount should be increased based upon training, experience, and so on. There appears to be some merit in this. This Category also includes a minimum of 8 hours in-service, guidance and counseling, and recruitment. The 8 hour minimum of in-service and the 150 hours of instruction are fixed costs; the rest is flexible and you can use the money to your best advantage.

Materials, equipment, and supplies constitute the $150 allotted per class in Category B. Category C, or $270, is for administration and supervision.

We are not sure that this financial arrangement is best; however, we do know that if additional money is allotted for one Category, then it must be taken from another. We have consulted a lot of people about this, and it all adds up to the fact that if you want more money for materials, for example, it must be taken from somewhere. Anyway, we would appreciate any suggestions that you may have.

PARTICIPANT: In order to provide impetus to the program and incentive to personnel responsible for the program, it is recommended by the East Tennessee group that the minimum of $50 per class for supervision be raised to $120 per class. It was further recommended that local superintendents be informed by letter of this change.

It is further recommended that special requests be allowed for necessary transfer of funds among the 3 Categories, A, B, and C, of the budget on the application form. It is felt that this type of flexibility will assist in upgrading the total ABE program.

The suggestion was also made that, if at all possible, all of the forms be made the same size--8 1/2" by 11".

KERR: Did you take into consideration the possibility of raising the overall amount per class?

PARTICIPANT: Yes, but we recommend that the same amount be retained.

KERR: Now, let us look at form number 2. At the beginning of a year, we establish a minimum of 150 hours of instruction per class per year. If you request additional classes in the middle of a year, generally speaking, you will not meet the 150 hours for a continuous year; therefore, the funds allocated are prorated on this basis. Now, it is very important for us to know where the class meets, who is teaching it, the number enrolled, and the day and time it meets, but it is also important for us to know the beginning date. Therefore, we have added an additional column on this form for this purpose.

At this time we will look at form number 3, and Charles Bates will discuss this with you. This is the monthly data requirement form.[1]

Form number 4 is the claim form. Keep in mind that the amount of money allocated for each program is based on 5 per cent local, 5 per cent State, and 90 per cent federal funds. So when we say $1320 for a class, in actuality, 5 per cent of that is your bill, 5 per cent is the State's bill, and 90 per cent is the federal bill. There appears to be some confusion pertaining to this. For example, you send us a claim for $1,000 and expect to receive $1,000 in return; however, you only receive $950, because 5 per cent or $50 must come from local government.

We require ABE 4 (reimbursement) at least quarterly. Some states require it monthly, but we feel that quarterly is sufficient. It helps us to keep track of the money and still does not impose too much of a burden on you. Quarterly as far as we are concerned, means July, August and September constitute the first quarter; October, November and December the second; January, February, and March, the third; and April, May, and June, the fourth.

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[1] Due to the inability of the tape recorder to "pick-up" much of the conversation scattered over the large conference room plus considerable writing on the blackboard, this section of the report had to be deleted.

For any special project, continue to make application on the regular application form but label it "Special Project." You will have to write a proposal, and the proposal must stipulate what the project is about, expenditures anticipated, personnel needed, and so on.

This past year we had hoped to entertain special projects early and had allocated $100,000 for this purpose, but the money was never approved in Washington. Consequently, as the demand for classes increased, we reallocated the money in this direction.

QUESTION: How long after we submit a claim can we expect our money?

KERR: If we have the money, it should not be too long before we process it through our office and submit it to the finance office. But what has happened in the past is that the money has not been received from Washington on time; consequently, there have been some delays for as long as 3 months. Hopefully, this can be improved.

GLOVER: If you will look at form number 5, we will go through it item by item. I do not think you have much difficulty with this one. This is really the teacher's final claim. First of all, the first class number is just 001 and succeeding classes 002, etc.

Under the total hours of instruction, be specific as to whether it is 150 or 160 hours. If you have a guidance and counseling program, it is 150 hours; if not, it is 160.

Course membership statistics pertains to your original enrollment on the first day that you open your door and students enroll.

New enrollment during the course includes those people who enroll during the period of that particular class.

Number of withdrawals pertains to those students who withdrew from your program during the same period of time.

Membership at the end is ascertained by subtracting the total withdrawals from the total enrollment of that particular class.

Most of the student information requested appears to be self-explanatory. However, the average gain in grade has created some confusion in the past. If you have 20 people in a class, add the individual gain of each person to obtain a total; then divide this by 20, and you will have the average gain.

We need to know what method you use for determining pupil placement, whether it be a standardized test, informal test, or just teacher judgment. If you used a standardized test, please indicate which one.

On the back of this form, we want you or the teacher to list each person in the class and give us some information about that person--what has happened to the person, what kind of gains they have made, and so on. We need the name of the pupil, age, last grade completed, and number of meetings attended.

As far as number of meetings attended, if you meet 2 hours per night, you would meet 80 times; if you meet 3 hours per night, then you would meet 50 plus times. Also, indicate the number of meetings absent.

There is a place for showing the total meetings the student was enrolled. It is important for us to be able to calculate the percentage of total meetings attended as opposed to the number of meetings for which he was enrolled.

Total hours of instruction would be calculated by multiplying the number of meetings attended times the time span (number of hours) of each meeting. If he was in a 3 hour class 50 times, then the total hours of instruction would be 150 hours.

Please indicate the grade completed at the end of the year. Here again, this may be on the basis of teacher judgment, informal testing, standardized testing, or pre- and post-testing.

There is also a place for showing the gain in grades. If this person was in Level I and the third grade at the beginning of the year and after a year's instruction he was in the sixth grade, he has gained 3 grades. Therefore, indicate this in this column. Then write down the number of certificates awarded, Level I, Level II, Level III, in the appropriate space.

The comment section is very important. For example, some of you do not show that you pass out any certificates or awards; but at the same time, the student progresses from one level to another. Some of you prefer to give certificates of attendance rather than certificates of progress. This is fine; we are not trying to dictate what you should do. However, we are asking for you to tell us such things as this in this section so that we can maintain our records in proper fashion. For instance, if you come all the way across the form with John Doe and you show that he gained 2 grades and under certificates awarded you put zero, then we want you to tell us what really happened to John Doe. Also, in the case of slow achievers, you might want to indicate possible explanations for this.

I am not trying to pat any particular school system on the back, so to speak, but I am aware of one where they have a graduation ceremony, including a guest speaker. Last year, it was Dr. Marshall Morrison, and I guarantee you that they had more people to come to that graduation than they did at the regular high school graduation. It is a matter, I think, of how you instill this into the minds of the people in the community. This can be a big event; it can have a lot of moral support and a great deal of community support if handled properly. The certificates are very nice; and as before, the ultimate decision is yours; but if handled properly, you can gain much "mileage" for your program.

THE 1970 ABE CURRICULUM

by

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How long have we had a form of education called adult basic education? What was the curriculum of the first adult basic education program, and how have curriculum changes been made? An examination of what modern'day curriculums should include would be much more meaningful after briefly examining what "used to be." So let us take just a minute to overview the development of the ABE curriculum.[1]

In England and Denmark and well before the United States was developed, in the years from 1400 to 1600, adult basic education was well known. Yet, in those times the concept of the curriculum in adult basic education was never considered because the authorities of the church who sponsored ABE wanted their parishioners to learn to read the Bible and develop only to this level of skill. So the entire curriculum of ABE was centered around the works of the Bible. As the ABE students learned to read the Bible, they solved their own curriculum problems.

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[1] The basis of the content of the following paragraphs describing the history of the ABE Curriculum was extracted from: Curtis Ulmer, "The ABE Curriculum - An Expanded Approach to Life," Frontiers in Adult Education, A Compilation of Selected Papers and Group Reports presented at the Southeastern Region IV Institute for Teacher-Trainers in Adult Basic Education, August 1-26, 1966, pp. 50-52.

When the United States became the "Land of Promise" for the tidal wave of European immigrants in the 1840's-50's, a large number of adult education schools developed on the East Coast. Some of you may have heard of "Luigi" who began his radio program with a letter which read, "Dear Mama Mary, My night school teacher. . ." (Luigi, you remember, was an immigrant Italian, newly arrived in this country, who attended classes at night to learn English and to acquire American citizenship skills.) Luigi was learning to transfer his speech to English from his native Italian, but he was also beginning to learn to do a little figuring, because he could no longer work and be productive without knowing how to do some figuring. At this time, in the early 1900's the curriculum of adult basic education again centered around learning to read and learning enough mathematics so that the student could be able to get a job as a clerk or as a common laborer digging ditches. With these he could survive in a new, often frustrating, economic environment.

In the period prior to World War I, a very dramatic ABE program was begun in the Kentucky hills. This movement has been dramatically described in a book entitled Moonlight Schools by Cora Stewart. In her book she tells the story of an illiteracy movement that swept the hills of Kentucky, now called the Appalachian Mountains, from September, 1911, through the first World War and 1919. In her unique pioneer effort she developed the philosophy that said, in effect: "We will teach you to read and write; then you find somebody else, and you teach him to read and write." Her program met with great success. On the first night that her schools were opened--called Moonlight Schools because they were open only at night--instead of the fifty to sixty students that they anticipated, more than twelve hundred showed up! Yet in the Moonlight Schools, the curriculum of adult basic education remained that of teaching a person to read the Bible and the daily newspaper and to teach him just enough so that he could be a good citizen. Some mathematics were still included in the curriculum of adult basic education because teachers felt you might want to add up your change at the store, or you might have some need for "figuring."

Following World War I, a man named Frank Laubach did some ABE work in the United States, in Mexico, and throughout the world. His book, Each One Teach One, followed the thought that if students were taught to read and write, then they should teach someone else in turn. Laubach's illiteracy campaigns, based on special coded pictograph charts in which familiar objects took the shape of alphabet letters, were widely used and highly successful in countries with widespread illiteracy.

These were tremendous movements. Their curriculums served the country well because these courses produced students who could function technically as good citizens. Today, however, with the passage of the Economic Opportunity Act, the demands for certain specified curriculum standards are intensified because the bill specifies that the student must be taught the skills that will make him an effective, economic unit and an effective citizen.

I am not going into those skills at this point, but I would like to develop just a little of the political and economic forces that gave rise to this concept of the curriculum. Back in the years of the Great

Depression, to some large degree, each neighborhood, or each church, or each group would take care of its own charity or near-charity cases. There was never any thought that government should be concerned about the welfare of the individual citizen. About this time, however, there came forth the concept and the practice of governmental assistance in the welfare of its citizens: WPA, CCC, NRA--the "Period of the Initials." These "Initial" movements began to take place as the government became increasingly concerned about the individual citizen and about his welfare.

Following World War II, we encountered tremendous technological changes: atomic power, rocket power, jet power. This technological force and change ran head-on into the political concept that the government should be responsible for the welfare of each individual. When these ideas collided, the need for the Economic Opportunity Act arose also, as did the idea of a broader curriculum in adult basic education. In the light of the Economic Opportunity Act, the curriculum of adult basic education is all-encompassing. Now, ABE must do a great deal more for the student. The ABE program must put him in a process of education, not with an eighth grade education, not with a twelfth grade education, not with a college education, but that education necessary to help the student become an effective citizen, both socially and economically. Let me emphasize the point that there must be a social unit. The student is not going to be much good as an economic unit if he cannot function effectively within his range of society. He will not be an effective economic unit if he cannot make a living, someway, somehow.

With this brief history of the ABE curriculum, I would like now to develop some of the roles and tasks that the 1970 ABE curriculum must do for the student to prepare him as a citizen, to prepare him to make a living, and to prepare him to become an effective social unit.[3]

First of all, let me say that what we do in adult basic education is, or should be, vastly different from what we do in basic education for children. I would like to read a statement made by Roy Minnis in his article "What is Adult Basic Education." He said, "I'm convinced that elementary education for adults is neither done in the same way nor utilizes the same content as elementary education for children. It differs also from adult basic education for the school drop-outs who are young." A little later in his article, he also said, "I'm convinced, too, that the subject matter for ABE is not the discipline approach of history, for instance, or sequential mathematics, literature, or language arts. Such approaches are too abstract. They're not real to the persons who do not yet understand or accept the concept of deferred gratification from education." I think what Mr. Minnis said in these two statements supports greatly the idea that adult basic education must be different if it is to accomplish its purpose. I would go so far as to say that in ABE we must turn the whole cart around; we must start with the everyday problems and concerns which the mature adult brings into the learning situation; and in the process of utilizing carefully selected content materials having to do with these problems, teach the academic skills of reading, writing, and arithmetic.

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[3] The basis of the content of the remainder of the paper was extracted from: S. E. Hand, "Curriculum and Teaching in Adult Basic Education," Frontiers in Adult Education, A Compilation of Selected Papers and Group Reports presented at the Southeastern Region IV Institute for Teacher-Trainers in Adult Basic Education, August 1-26, 1966, pp. 53-58.

The adult comes into adult basic education with concerns which are so real, so important, and so troublesome to him that if we start by requiring all of his time be spent in learning only the communication skills of reading, writing, and arithmetic, we will frustrate him worse than he was before he came. On the other hand, we must turn this cart around and start at the very beginning to deal with the real life problems which he brings to the classroom situation, put these in a learning context, select our content and instructional materials with these in mind, and then teach the academic skills he needs in order for him to understand and to make further explorations and studies on these problems. If we do this, we will capture and hold his attention and be of much greater help to him.

The law which makes financial support available for adult basic education says that we shall try and do for the under-educated adult that which will make him an effective citizen and a more productive worker. I, therefore, think of the curriculum of ABE as being very functional--composed of content and processes which will develop the whole person, the under-educated adult, to the point where he can function effectively in the various roles which he occupies as an adult. Let us examine some of these roles, particularly those which are shared in common by all adults. In doing so, I think we can bring the curriculum for ABE into better focus. First, let us start with a big circle in the center of this transparency. Now, remember that every adult occupies certain roles and has certain responsibilities, or concerns, which differ from those of children. It is out of these roles which the adult inevitably occupies that grow the problems and the concerns he brings to the learning situation. In identifying these roles and examining their true dimensions, we will be identifying our teaching tasks in ABE; that is, if we are to accomplish our mission.

We know that every adult is a parent, or he is a member of a family unit. So we will draw one piece of the circular (curriculum) pie, and label it parent or family life education. Most adults in ABE bring with them problems or concerns growing out of the responsibilities of parenthood. And if we are to deal effectively with real life needs of our ABE students, we shall have to be sensitive to, look for, and plan our teaching tasks to include the kinds of information, knowledge, and understandings that will help adults deal with the problems of parenthood and family living.

We could, I am sure, brain-storm these problems and come up with a list of thirty or forty different kinds of problems that an under-educated adult might bring to a classroom situation resulting from his or her being a parent. These would cover a broad range of topics, from knowing how to prepare balanced meals to how to help the daughter with dating problems, and the whole broad spectrum of problems that parents face, particularly the under-educated parents.

Now, the second piece of this curriculum pie represents the life role of the adult as a citizen. An ABE student is a citizen; and as a citizen, he has certain rights; and with these rights, he has certain responsibilities, certain problems. It is a function of ABE to try and assist him to be more effective in this role--both in understanding his responsibilities as a citizen in our kind of society, as well as in acquainting him with the rights he enjoys under our form of government. He may have problems in terms of his ability to participate effectively as a citizen in the community or in determining how best he can make a contribution to his community in the role of a participating citizen. So in this area, too, there are many useful and functional teaching tasks that we can and should be concerned about in adult basic education.

Third, every adult is a worker or wants to be one; and as a worker, he has certain needs and certain problems which education can serve. In ABE, we can provide him with many kinds of help. Not only can we acquaint him with the nature of various occupations in which he may be capable of performing successfully, but we must also teach him the simple procedures of how to apply for a job and how to perform successfully at the entry level in this job. And in the process of filling out job applications, we can teach a lot of reading and writing as well as the nature and requirements of the job. When I said we need to turn the cart around, this is what I meant. Teach your reading, word recognition, and other skills in the process of dealing with the problems the adult has. For example, collect copies of the _actual_ forms which the adult must complete in application for employment, etc. Let him practice filling these out in class and help him with the problem areas.

For the housewife who comes to ABE, teach her reading and writing as you teach her what constitutes a balanced meal and how to prepare a balanced meal. Instead of trying to teach the skills of reading and writing in abstraction, start with her everyday problems and teach the skills of communication in the process of dealing with these problems. This is how ABE has to be different. It has to be functional in its orientation.

Fourth, every adult is a consumer. He is a consumer of goods, a consumer of services, even a consumer of music and literature. And as a consumer, one of his chief concerns is that of stretching his limited income, making every dollar go as far as possible. In ABE, we can teach a lot of reading, writing, and arithmetic if we start teaching these in the context of how to buy intelligently in the marketplace--how to stretch the family dollar a little farther. We can teach these mothers and fathers how to prepare a family budget and make more intelligent use of their money--how to look for and read the advertising of special bargains in the newspapers, the weekly supermarket specials, and how to plan their purchases before they go to the store. We can teach a lot of reading and a lot of arithmetic in the process of teaching how to buy more efficiently and to do many simple tasks around the home for which they might otherwise pay someone else to do.

Let me illustrate with a few brief examples. Every adult, whether a reader or non-reader, whether a literate or illiterate, has encountered certain brand names, and even the illiterate can likely read many of them simply from the contextual surroundings. Why not capitalize on this fact and begin teaching the communication skills through what they already know? With the adult learner who needs the most basic skills, those of perception and discrimination, these ideas may be used. To illustrate, take several brands which are different in color, shape, or size, and begin developing these perceptual skills. For the adult who is a non-reader but who has developed his perceptual skills, still use the brand names but begin with the teaching of phonem-grapheme relationships (or sound-symbol relationships).

This can be further developed according to the capability levels of each adult. It can also expand into the development of computational skills, e.g., bring in two different-sized detergent boxes. One box of family size detergent (3 lbs.) sells for 75¢. Another king-size box of the same detergent (5 lb. 4 oz.) sells for $1.39. Is buying the larger box really a savings?

Fifth, every ABE student is an individual personality concerned with his own personal improvement and development. So I think another piece of that ABE curriculum pie would be that of personal development. It is a human characteristic to want to improve one's self--to be a better person, to be recognized, and to be respected. This inherent desire for self-improvement or self-fulfillment is a strong motivation for learning--for education. We should make use of it in ABE. We should seek to find out the personal aspirations of our ABE students and encourage them in the systematic development of those skills or personal qualities to which they aspire and which will make them better people.

What I am saying is that in ABE we can help people become better people by identifying and helping them become involved in learning activities which are satisfying and appealing to them and which will serve to improve them as individual people. We know that people are inclined to strive for higher levels of personal fulfillment and personal recognition. Robert Browning said, "A man's reach should exceed his grasp, or what's a heaven for?" In adult basic education, if we can discover in our students those interests which they have in this direction and guide and encourage them in the development of these, we can help them become happier, better adjusted, and more responsible individuals.

Sixth, every individual is a user of leisure time. The life expectancy of man at birth in the United States has markedly increased within the last few decades. The normal work week during this period has dropped from about sixty hours to forty hours, and now we are talking about the thirty-hour work week. With longevity increasing, retirement ages getting lower, and the work week getting shorter, it is obvious that people will have more non-working time on their hands. This is a serious challenge for education at all levels; it is a challenge for education on the adult basic level. We must provide the kind of experiences and encourage the kind of new and worthwhile interests among our participants which will minimize the amount of time they spend in the beer parlors and pool halls and increase the amount of time they spend in personal, home, and community improvement activities. We must help our ABE students to discover and develop those interests which are enjoyable to them, helpful to their families, and beneficial to the community. This will make them better people and create better communities. And this can be done in ABE. In some communities, I have seen classes in ABE sponsor and conduct projects in the community which brought favorable attention to them as individuals and as a group and resulted in significant community improvements. I refer to neighborhood "clean-up, fix-up, paint-up" projects. One group got a community recreational park, including a swimming pool, built and equipped. And each of them learned, as well as contributed a lot in the process. Individually, they learned how to participate more effectively in concert with others; and as a group, they accomplished something which made their community a better place in which to live.

Now, let me reiterate that undergirding all of these curricular efforts is this need for improving the communication skills of our ABE students. But I am convinced that if ABE is to achieve the task of eliminating adult illiteracy and developing the mass of under-educated adults in this country to the level of effective participation as workers, as citizens, as parents, as consumers of leisure time, and so on, we must teach differently than we have normally done. We must reverse the traditional process and teach the skills of communication incident to and in the process of developing understandings of people as parents, as consumers, as workers, and as individual personalities. The focus has to be on improving the understandings and skills in the areas, rather than on the abstract processes of teaching reading, writing, and arithmetic, as important as the latter are. We all recognize that you cannot be effective in any of these roles without good communication skills, but the communication skills are the tools; they are not the ends in themselves. I am convinced that a skillful teacher can teach the art of communication in the process of dealing with the real live problems of people.

There is one other important dimension of our task in ABE that

I want to mention which involves each of these six. This has to do with the need for developing values. We frequently hear, "Don't impose your middle-class values on the adult or he will not return to your ABE program." However, I think it is high time we recognized the fact that whether we realize it or not, we do subject our values on others through a communication system called non-verbal behavior. Last week I was reading an article by Mr. Minnis of the Office of Education who emphasized the practical, down-to-earth nature of the work that the adult is doing and that the teacher of ABE is doing. As he detailed some of the facets of that work, I could not help but be struck by the ethical dimensions of what he said. "You're trying to teach men and women skills sufficient to fill our job applications. Is it not essential that you also teach them the importance of answering the questions on the application blanks honestly and with integrity? You're teaching men skills necessary to help them get a job, to help them keep a job. Is it not important also to help teach them that one way of holding a job is by doing an honest day's work for an honest day's pay? You're teaching men how to avail themselves of the credit facilities that are available to them in the community. Does this not involve teaching them the importance of paying bills and meeting their financial obligations and responsibility? You're teaching adults how to live with their children. Does this not involve some emphasis on the kind of training which parents should provide for their children?"

So, as we deal with the problems which adults bring with them to the learning situation in adult basic education, not only should we teach the skills of effective participation as parents or as citizens, not only should we teach them the kinds of things that they need to know in order to apply for a job, but we should also consciously strive in the process to teach them to observe the recognized and accepted values of honesty and integrity in the relationships with their fellow men.

I think the curriculum of adult basic education is as broad as the problems faced by the people who participate in it. It is as high as we, the individual teachers, through our own imagination and initiative can make it.

PROGRAM FOR TENNESSEE ADULT BASIC EDUCATION SUPERVISORS' CONFERENCE

August 10-12, 1970

Room 303F
University Center
Memphis State University
Memphis, Tennessee

Sponsored by

Memphis State University
Southern Regional Education Board
Tennessee State Department of Education
Title I of the Higher Education Act

PROGRAM AGENDA

Monday, August 10, 1970: Billy Glover Presiding

1:00 p.m.	REGISTRATION
1:25 p.m.	WELCOME Dr. Frank Philpot Assistant Vice-President Academic Affairs Memphis State University
1:30 p.m.	ADMINISTRATIVE MATTERS Dr. Donnie Dutton Director of Adult Education Memphis State University
1:45 p.m.	ABE ACT, FEDERAL AND STATE GUIDELINES, STATE PLAN Mr. Charles Kerr Coordinator of Adult Education Tennessee State Department of Education
3:00 p.m.	BREAK
3:30 p.m.	PRACTICUM ON STATE GUIDELINES AND STATE PLAN Mr. Billy Glover West Tennessee Supervisor Adult Education State Department of Education
5:00 p.m.	ADJOURN

Tuesday Morning, August 11, 1970: Luke Easter Presiding

8:30 a.m.	ADMINISTRATIVE FORMS Mr. Charles Kerr Coordinator of Adult Education Tennessee State Department of Education
10:00 a.m.	BREAK
10:30 a.m.	TENNESSEE ADULT EDUCATION EVALUATION Dr. Fred Bellott, Director Bureau of Educational Research and Services Memphis State University

11:15 a.m. PRACTICUM ON APPLICATION OF EVALUATION RESULTS
Mr. Billy Glover
West Tennessee Supervisor
Adult Education
State Department of Education

12:00 LUNCH

Tuesday Afternoon, August 11, 1970: Charles Bates Presiding

1:30 p.m. SOUTHERN REGIONAL CONCEPT OF TEACHER-TRAINING
Dr. Edward T. Brown
ABE Project Director
Southern Regional Education Board
Atlanta, Georgia

2:00 p.m. TENNESSEE REGIONAL CONCEPT OF TEACHER-TRAINING
Mr. Charles Kerr
Coordinator of Adult Education
Tennessee State Department of Education

2:15 p.m. TENNESSEE UNIVERSITIES' ADULT EDUCATION PROGRAMS
Dr. Donnie Dutton
Director of Adult Education
Memphis State University

Dr. James Farrell, Director
Extension and Continuing Education
Tennessee State University

Dr. John Peters
Assistant Professor
Continuing and Higher Education
University of Tennessee at Knoxville

3:00 p.m. BREAK

3:30 p.m. ROLE OF LOCAL SUPERVISORS
Dr. Don F. Seaman
Assistant Professor
Adult Education
Mississippi State University

4:15 p.m. PLANNING LOCAL IN-SERVICE PROGRAMS
Dr. John Peters
Assistant Professor
Continuing and Higher Education
University of Tennessee at Knoxville

5:00 p.m. ADJOURN

Wednesday Morning, August 12, 1970: Charles Holt Presiding

8:30 a.m.	FINANCING ADULT EDUCATION PROGRAMS Mr. Charles Kerr Coordinator of Adult Education Tennessee State Department of Education
10:00 a.m.	BREAK
10:30 a.m.	CURRICULUM DEVELOPMENT IN ABE Mrs. Flora Fowler Graduate Assistant Department of Continuing and Higher Education University of Tennessee at Knoxville
11:45 a.m.	CONFERENCE EVALUATION Dutton and Glover
12:00	FINAL ADJOURNMENT

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